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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  1.1.1  Identify, describe and analyze patterns and functions (including arithmetic and geometric sequences) from real-world contexts using tables, graphs, words and symbolic rules.  1.1.2 Determine the *n*th term of a sequence with and without the use of technology.  1.1.3 Translate one representation of a pattern into another representation.  1.1.4 Write both a recursive rule and an explicit rule for a sequence.  1.1.7 Recognize that exponential functions represent constant multiplicative change, written symbolically as y = *a* ∙ *bx*; a unit increase in the independent variable (*x*) causes the value of the dependent variable (*y*) to be multiplied by *b*; geometric sequences are exponential functions.  1.1.8 Compare and contrast linear and exponential growth.  1.1.9 Illustrate and compare functions using a variety of technologies (i.e., graphing calculators, spreadsheets and online resources).  1.1.10 Make and justify predictions based on patterns.  1.2.1 Represent functions (including linear and nonlinear functions such as square, square root and piecewise functions) with tables, graphs, words and symbolic rules; translate one representation of a function into another representation.  1.3.5 Pose a hypothesis based upon an observed pattern and use mathematics to test predictions.  3.1.1 Make, test and describe conjectures involving properties of two- and three-dimensional figures using models. |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS** |
| **CCSS but not GLE’s** |